

Physical Education
YEAR 8 CURRICULUM INFORMATION

'Building knowledge, understanding, memory and performance.'

What will students be learning?	Autumn 1 and 2			Autumn 1 and 2		
	Boys: Rugby			Boys: Basketball		
	To know (Building new knowledge)	To understand (Y8 – verbalise)	To be able to do (Performance)	To know (Building new knowledge)	To understand (Y8 – verbalise)	To be able to do (Performance)
	<ul style="list-style-type: none"> Perform handling skills in small sided games maintaining person to outwit an opponent Create and develop varying strategic ways of getting passed defenders. Perform skills in a small sided game with pressure from opposition. Develop an understanding and knowledge of tackling technique. Change and refine tactics based on the analysis of certain plays and opposition. Confidently describe the laws of rugby 	<ul style="list-style-type: none"> Verbally coach a partner the correct receive and passing technique of a rugby ball. Verbally tell a partner the basic principles of tackling in Rugby Understand the rules of rugby union. Understand and accurately replicate the scissors & miss pass, and how to receive it. Understand the safety aspects of rugby tackles. <ul style="list-style-type: none"> Understand when to use the kick and the advantages gained from it Develop knowledge and understanding of 	<ul style="list-style-type: none"> Receive the rugby ball using the correct W technique. Pass the ball to another player using the correct 2 handed technique. Tackle an opponent safely using the correct safe technique. Replicate the correct technique on advancing opposition. Perform the correct kicking technique from the ground and out of hand with control and accuracy. Begin to combine the use of passing and kicking to outwit opponents. 	<ul style="list-style-type: none"> The correct techniques for gripping, one armed throw, catching and dribbling. How to effectively use a basic interception technique. How to shoot at goal including the rules for doing so. How to achieve elevation during a shot or pass using power. What is a fast break. Options for extended breaks. Basic rules for tracking back within transitions. 	<ul style="list-style-type: none"> Verbalise to a partner the correct basic techniques of gripping throwing, catching, and dribbling. Verbally coach a partner during interception tasks. Outline the best angles and heights to shoot at goal. Verbalise how power is created in a jump shot or pass. How to perform a fast break and the positioning best for these. Verbalise ideas and discuss options for extended breaks. 	<ul style="list-style-type: none"> Grip the ball in one hand effectively. Effectively throw one handed and combine whilst on the move. Pass under pressure. Catch securely. Dribble the ball under control. Intercept the ball using a basic technique. Shoot towards the goal utilising different angles. Perform a jump shot/pass. Perform a drive shot. Practise a fast break and transition between attack and defence in conditioned games. Devise different methods of extended breaks. Apply basic rules for tracking back within transitions.

union and officiate parts of a game.	strategic play used to outwit opponents.				
How will students be assessed?	<p>Students will be formatively assessed throughout various skills and techniques. This allows for live feedback for each student, reinforcing techniques and opportunity for reflection before final application opportunities.</p> <ul style="list-style-type: none"> Foundation skills/knowledge – assessed through live verbal and visual feedback and the assessment of application. Declarative knowledge - the key information that students require will be assessed through questioning, verbal discussions and leadership opportunities. Procedural knowledge - will be assessed through data, essentially how fast, far and long are the performances. <p>Opportunities for further assessment strategies will be built into lesson time covering elements of: verbal contributions/team work/leadership/students ability to apply new concepts/problem solving/the application of rules of the game, during drills and during performer, either as an performer or coach.</p>		<p>Students will be formatively assessed throughout various skills and techniques. This allows for live feedback for each student, reinforcing techniques and opportunity for reflection before final application opportunities.</p> <ul style="list-style-type: none"> Foundation skills/knowledge – assessed through live verbal and visual feedback and the assessment of application. Declarative knowledge - the key information that students require will be assessed through questioning, verbal discussions and leadership opportunities. Procedural knowledge - will be assessed through data, essentially how fast, far and long are the performances. <p>Opportunities for further assessment strategies will be built into lesson time covering elements of: verbal contributions/team work/leadership/students ability to apply new concepts/problem solving/the application of rules of the game, during drills and during performer, either as an performer or coach.</p>		
Literacy – What keywords will be taught?	<ul style="list-style-type: none"> Passing Receiving Tackling Kicking Anticipation Intercepting Communication Confidence 		<ul style="list-style-type: none"> Gripping Throw & catch Dribble Intercepting Pressure Power Shooting Jump shots 		

	<ul style="list-style-type: none"> • Use of language (oracy) • Rules & regulations • Strength • Power • Speed • Agility • Coordination 	<ul style="list-style-type: none"> • Drive shots • Fast breaks • Transitions • Attack & defence • Extended break • Track back
What employability skills are being developed?	<ul style="list-style-type: none"> • Perseverance • Self-motivation • Competitiveness • Communication • Observation skills • Officiating and leadership opportunities • Performance analyst opportunities • Verbalising and feedback opportunities 	<ul style="list-style-type: none"> • Perseverance • Self-motivation • Competitiveness • Communication • Observation skills • Officiating and leadership opportunities • Performance analyst opportunities • Verbalising and feedback opportunities
Wider Curriculum Links?	<ul style="list-style-type: none"> • Mathematics – working with data through timing and pacing. • Biology – effects of exercise on the body. • Food Technology – link between diet and exercise. 	<ul style="list-style-type: none"> • Mathematics – working with data through timing and pacing. • Biology – effects of exercise on the body. • Food Technology – link between diet and exercise. • D&T – trajectories. • Physics – forces and movement.
What useful websites are there for this topic?	https://www.rugbycoachweekly.net/rugby-coaching/team-management/develop-the-five-core-skills https://www.rugbyskillsdrills.com/attack/passing-the-ball/ https://www.youtube.com/watch?v=mRoR2mpJwiA https://www.bbc.co.uk/bitesize/guides/z87j2p3/revision/4	https://www.bbc.co.uk/bitesize/topics/zcv3ycw - facts https://www.bbc.co.uk/bitesize/guides/z2x26fr/revision/2 - rules and officials https://www.skysports.com/nba?gr=www – score and results https://www.basketballengland.co.uk/

	https://www.world.rugby/the-game/laws/home https://www.englandrugby.com/governance/rules-and-regulations https://www.rugbycoachweekly.net/small-sided-games/three-cards-games	
What wider reading could be done for this topic?	https://www.bbc.co.uk/bitesize/topics/zp2m7hv https://www.world.rugby/the-game/beginners-guide/history	https://www.breakthroughbasketball.com/drills/basketball-drills-players.html https://www.britishbasketballleague.com/rules-of-the-game/
<p>Community Links</p> <p>What else can students be doing independently to develop their understanding of this topic?</p>	<ul style="list-style-type: none"> • Join local Rugby club such as Sutton Rugby club or Spartans RFC. • Watch YouTube videos of rugby in action • Attend rugby camps in Half term. 	<ul style="list-style-type: none"> • The students have inter house competitions they can take part in. • In conjunction with this the students have excellent access to both training facilities and local clubs.